AFTERSCHOOL INVESTMENTS

STATE AFTERSCHOOL PROFILES

NATIONAL PROFILE

This national profile provides a picture of afterschool programs across all 50 states and the District of Columbia. It includes information about promising state and local initiatives as well as information on the largest federal funding sources. It is designed to serve as a resource for policymakers, administrators, and providers about the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. The Afterschool Investments project has developed a set of individual state profiles, upon which this national profile is based. See *http://nccic.org/afterschool/statep.html* to learn more about afterschool initiatives in your state or to search a database of state initiatives.

The Afterschool Landscape—A View Across the States

Across the nation, a variety of stakeholders, including law enforcement, educators, business leaders, and all levels of government, are recognizing the value of afterschool and taking significant steps to expand access to quality programs. The Afterschool Investments State Profile Series highlights a range of these initiatives, many of which are financed wholly or in part by public funds. Most of these initiatives feature one or more of the following components:

Innovative Financing Strategies to Support Afterschool Programs

Finding funding to invest in out-of-school time programs is critical to sustaining promising efforts over the long term. In recent years, policymakers have used a variety of financing strategies to fund afterschool programs. These strategies vary from state to state, depending on specific program goals, available resources, and the economic and political climates that dictate their work. These approaches include making better use of funds that organization and agencies already control; gaining access to additional resources; creating new partner-

Quick Facts

Demographics

Total U.S. population: 281,421,906

Number of children ages 5-12: 33,105,124

Percent of population: 11.8%

Percent of students eligible for free and reduced-price lunch: 36.6%

Percent of K-12 students in Title I "Schoolwide" schools: 25.4%

For more demographic information, visit the Statistical Abstract of the United States at: *http://www.census.gov/prod/www/statistical-abstract-03.html*

Child Care and Development Fund (CCDF)

- **CCDF Administrative Overview**

Administering agency:
U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau

Total estimated FFY03 federal and state CCDF funds: $6,881,168,027

FFY03 total federal share: $4,826,837,261

FFY03 state MOE plus match: $2,054,330,766

FFY03 School Age & Resource and Referral Earmark: $18,995,720

FFY02 Total Quality Expenditures: $548,303,596

Percent of children receiving CCDF subsidies who are ages 5-12: 46%

U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau

Child Care Bureau

ships between public and private-sector organizations and funding sources; and developing new dedicated revenue sources for afterschool programs.

Interagency and Public-Private Collaboration

The increased demand for afterschool services has prompted local communities and states to align and coordinate their resources to expand program capacity. Increasingly, this has meant that the provision of afterschool services is being driven by collaborative efforts between multiple partners, including schools, communities, government agencies, foundations, and universities. Partnerships can help programs diversify their funding and leadership, expand the populations that they serve, introduce new activities and services to their existing repertoire, and implement sustainability strategies. In particular, statewide and local afterschool networks have become a vehicle for bringing together policymakers, educators, advocates, parents, funders, and others interested in improving outcomes for children and youth through out-of-school time programs. Networks provide a means for joint planning; sharing of resources and best practices; building bridges to and between federal, state, and local initiatives; and forging partnerships necessary to develop comprehensive afterschool policies. Networks may also encourage local, state, and regional policymakers to invest additional resources into afterschool opportunities or address particular needs to improve quality.

Focus on Program Quality

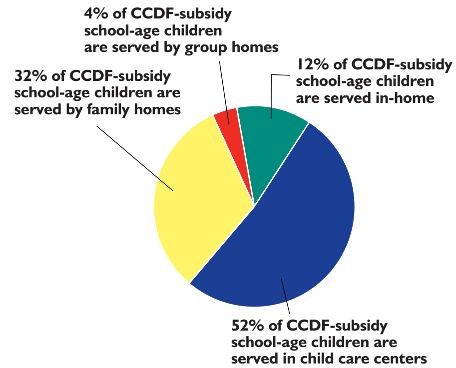
States are becoming increasingly concerned with the quality of care that children receive during out-of-school time. States have addressed this issue by developing an infrastructure to support professional development for program staff and by implementing program standards or accreditation processes.

Professional development refers to the host of supports in place to ensure that workers in school-age programs are better equipped to respond to the needs of young people. Common professional supports include: scholarships and stipends to pursue school-age credentials offered by higher education institutions; trainings and technical assistance; conferences and networking events; and mentoring. In recent years, the growing demand for school-age care has prompted more states to strengthen professional development infrastructures in order to build the supply of high-quality afterschool program staff.

Program standards refer to benchmarks that are used by parents, school-age professionals, and policymakers to assess the quality of care children and youth are receiving in a particular program. Standards often reflect best practices in the out-of-school time field, and may or may not be explicitly linked to accreditation processes. Accreditation provides a way for organizations to formally evaluate their school-age programs by comparing them against professional standards set by the National AfterSchool Association (formerly NSACA) or some other recognized association, often a state body. To successfully complete the accreditation process, programs usually undergo a thorough review of whether they are meeting baseline performance measures as they relate to staffing, health and safety procedures, physical environment, and administration. States have become increasingly interested in promoting standards and accreditation because they improve program accountability and strengthen the overall network of out-of-school time care.

Quick Facts (continued)

- **Settings**



- **Uses of CCDF Earmarks and Quality Dollars for Afterschool**

"Resource and referral and schoolage" earmark:
States may use the resource and referral and school-age earmark for state programs or policies that improve the supply and/or quality of school-age care, as well as to support resource and referral agencies' efforts to promote access to child care. Among the most common uses of the school-age earmark in FY04-05, 34 states are supporting practitioner training, 34 states are funding technical assistance and/or grants for school-age child care programs and 21 states are funding grants to start-up or expand school-age child care services.

Other quality activities:
States may use the quality earmark to fund a range of efforts to improve the quality of child care in the state, including staff training, grants to providers, efforts to promote licensing and accreditation, and rate differentials to promote high quality care. In FY04-05, the vast majority of states reported that, among other activities, they are using these funds to undertake comprehensive consumer education activities, to support grants and loans to assist providers in meeting state and local standards, and to support efforts to improve the compensation of child care providers.

- **Provider Reimbursement Rates and Family Copayments**

School-age rate categories:
To take into account the circumstances of caring for school-age children, most states have implemented

Federal Funding for Afterschool Programs

Afterschool initiatives at the state and local level are supported and shaped by the availability of a variety of public and private investments. Afterschool initiatives are frequently supported, at least in part, by one or more of the three largest federal funding sources for afterschool: the Child Care and Development Fund (CCDF), Temporary Assistance for Needy Families (TANF), and the 21st Century Community Learning Centers, all of which are administered by states. (See side-bar for federal funding levels and other administrative data regarding these programs.)

Child Care and Development Fund (CCDF)

CCDF provides child care vouchers to subsidize the cost of care for low-income families as well as state child care quality improvement initiatives. While often associated with care for very young children, nearly half of all children receiving CCDF subsidies are between the ages of five and 12. In addition, states may choose to use funds earmarked for quality improvements to support initiatives to improve the quality and availability of school-age care, such as training programs or capacity-building grants for afterschool providers. States are required to utilize at least 4 percent of their CCDF funds on quality activities and may also use discretionary funds earmarked by Congress for school-age care quality improvements and/or resource and referral activities.

Temporary Assistance to Needy Families (TANF)

TANF funds, which provide financial support for low-income families, may also be used to support afterschool programs. States may either directly spend TANF funds on afterschool programs and initiatives, or states can transfer up to 30 percent of their federal TANF allocation to the CCDF. TANF funds transferred to CCDF are subject to all of the CCDF rules and requirements, and can be used to expand out-of-school time capacity-building and quality-enhancement efforts. Direct TANF spending can provide states with additional flexibility when it comes to afterschool care. For example, funds can support services for older youth and can support programs as well as individual subsidies for children.

21st Century Community Learning Centers (21CCLC)

Finally, the 21CCLC program is the only federal funding source that exclusively supports afterschool programs. The purpose of 21CCLC is to support community learning centers that provide students with a broad array of academic enrichment services, including tutoring, homework help, and community service, as well as music, arts, sports, and cultural activities. When the program first began in 1998, the U.S. Department of Education made competitive awards directly to school districts. However, following the passage of the No Child Left Behind Act in 2002, 21CCLC was converted into a state formula grant program. As a result, the Department of Education awards grants to State Education Agencies (SEAs), which then manage statewide competitions to grant funds to eligible organizations.

A number of other federal funding sources, including grant programs administered by the Departments of Agriculture, Justice, and Labor, can support components of afterschool programs. Finally, state and local governments, as well as corporations and foundations also fund afterschool initiatives. These diverse funds contribute to the rapid growth of afterschool programs nationwide.

Quick Facts (continued)

a separate rate category for school-age care or for children over a specific age. School-age rates are generally lower than rates for younger children, as school-age care requires fewer caregivers and children are in care for fewer hours each day.

Average monthly, center-based school-age rate: There are a broad range in school-age payment rates across states, which, depending on the state, apply on a per-hour, per-week or per-month basis. When standardized to account for these variations, the average monthly, center-based rate for part-time school-age care for an 8 year old child is $537.

Is "time in care" a factor in determining family copayment for school-age care? Recognizing that school-age children require fewer hours of care than their preschool counterparts, 13 states and the District of Columbia directly factor "time in care" (e.g. part-day versus full-day) into their calculations for a family's copayment. In these states, families with part-day care generally face lower copayments than they would for full-time care. Some other states may indirectly account for the difference between part-day and full-day care (e.g. by considering the cost of care or the subsidy reiumbursement rate when calculating copayments.)

Notable Features of Rate System: A number of states have implemented tiered rating systems, where accredited providers or providers meeting other criteria receive a bonus above the standard rate. In FY2004-05, nineteen states reported establishing tiered reimbursement for quality care beyond the level assured by minimum licensing standards; eighteen states reported paying a higher rate for care provided to children with special needs and nine states reported that they offer higher rates for care provided during nontraditional hours and on weekends. Tiered rates generally apply to all providers meeting the established criteria, including those serving the school-age population.

National Organizations/Resources

See the Afterschool Investments project resource list for major national resources around afterschool program and policy development.
http://nccic.org/afterschool/PDFDocs/relatedres.pdf

State Resources

State Child Care Administrators:
http://nccic.org/statedata/dirs/devfund.html

State TANF Contacts:
http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers State Contacts:
http://www.ed.gov/programs/21stcclc/contacts.html

Notes and Sources

Demographics

Total population: Census 2000, U.S. Census Bureau.

Number of children ages 5-12: Census 2000 Summary File (SF-3) Sample Data, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02 and "Local Education Agency Universe Survey," 2001–02.. Reporting states totals exclude states for which data were missing for 20% or more of the schools or districts. Average of all states includes U.S. territories.

Percent of K-12 students in Title I "schoolwide" schools: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001–02. Reporting states totals exclude states for which data were missing for 20% or more of the schools or districts. Average of all states includes U.S. territories The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates. This total does not include the state of New York, where data was not available.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.) Statistics on state uses of CCDF earmarks and quality dollars are from: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2004-2005.

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF: $2,064,884,696

FFY02 TANF direct spending on child care: $1,571,981,202

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?
29 states and the District of Columbia have separate school-age licensing standards.

Are school-operated programs exempt from licensing standards?
In 38 states and the District of Columbia, school-operated programs are exempt from licensing standards.

Ratio of children to adults in school-age centers:
Ratios vary by state and increase for older children. The range of ratios for school-age children across states is: 10:1 to 26:1.

Number of National AfterSchool Association (NAA) accredited programs: 406

21st Century Community Learning Centers (21st CCLC)

FFY02 Total Grants to States: .... $1 billion

Program locations: The majority of 21CCLC programs are held at schools, but some programs are located at off-school sites or have a mixture of on and off-school sites.

Licensing required? 35 States require 21CCLC programs to be licensed; 9 states and the District of Columbia do not require licensing; 6 states require licensing in certain situations

Additional information about 21st CCLC: Some states are coordinating the use of their 21st Century Community Learning Center funds with other federal resources, including CCDF, to expand the availability of school-age care for children and youth.

Percent of children receiving CCDF subsidies who are ages 5-12: Nationally, 36 percent of children who receive CCDF subsidies are school-age children (ages 6 through 12) and an additional 10 percent are age 5 (and potentially in kindergarten). U.S. Department of Health and Human Services. Child Care & Development Fund FFY 2001 Tables and Charts. Administration for Children and Families, Child Care Bureau

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Notable Features of Rate System: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2004-2005.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: *http://nrc.uchsc.edu*.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: *http://www.nsaca.org/accredited.htm*.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: *http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls.* Value includes formula grant appropriations made in the 50 states and DC in FFY02.

Applications funded: Data from State Administration of the 21st Century Community Learning Centers Program. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.